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ABSTRACT

Designed for use by teachers of educable retarded students of junior high school age, the curriculum outline provides suggested objectives, activities, and materials in the academic areas of language arts, arithmetic, social studies, science, health and safety, arts and crafts, music, and physical education. Related bibliographies are also included. (RD)

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CURRICULUM ADAPTATIONS

FOR

TEACHING HANDICAPPED YOUTH

PREVOCATIONAL E.M.R. GROUP

EC 030 599

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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July 1, 1970

Dear Colleagues:

I commend to your attention the enclosed curriculum outline designed for use by teachers of educable retarded young persons of junior high school age. This is one of a series of guides produced by a group of teachers, counselors and administrators who were taking a course taught by Dr. W. R. Burris at The Universities Center--Jackson in the spring of 1968.

You will find in this handbook a broad framework for instruction and a wealth of suggested activities and materials. Please try this curriculum outline, adapting it as needed for your particular group, and report to me any changes and additions that you would recommend.

The individuals who prepared this outline were, on the whole, not oriented to the style of curriculum materials production which stresses the writing of objectives in behavioral terms and the building-in of systems of evaluation. You will need to determine what behaviors you will be looking for as you evaluate your success in meeting your objectives in using this book. Be aware that no teacher is likely to find it possible within any one year, to accomplish everything suggested in this outline for everyone in her class, a group of individuals whom she is likely to be teaching for more than one year.

Keeping in mind these ideas, you will find in this book much interesting and usable material, presented straightforwardly with a constructive, optimistic approach.

Sincerely,

Herman K. White

Herman K. White
Supervisor of Special Education

HKW:bjc

Enclosure

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Individuals enrolled in a class taught by Dr. W. R. Burris at The Universities Center--Jackson in 1968 formed groups to prepare curriculum outlines to be used by teachers of handicapped youths.

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INTRODUCTION

The group of educable mentally retarded girls and boys of junior high age is thought of as pre-vocational. Because the structure of special education varies among schools, the age range of this group may differ slightly between one school and another.

As a rule-of-thumb, a school system with three chronological levels of classes will probably have pupils of ages 11-14 in pre-vocational groups. There will be a need for some flexibility so that the individual pupil can be placed where he can function best, and some consideration must be given to maintaining a reasonable approach to balance in teacher loads. In a school district having more levels of classes, the 11-year-olds may perhaps not be included in the pre-vocational program. In a system having only one or two e.m.r. classes, the pupils at the pre-vocational level may be dealt with as a group within a class of a fairly wide age span.

Girls and boys at the pre-vocational age level are within or are approaching periods of rapid physical growth and change. Their concern with their own development and with each other, being of paramount importance to them, needs recognition and wholesome guidance. Careful instruction given in a casual, cheerful manner is indicated.

Efforts to increase social and academic abilities should continue throughout the pre-vocational years, with consideration of their bearing on life adjustment and job success.

Youngsters of this level and age will likely be getting somewhat bored with the usual activities of a special education class and becoming interested in earning money. They may observe others of comparable ages taking part-time jobs and buying things for which they have a great desire.

It is necessary, therefore, that advantage of this interest be taken not only to meet the pupils' needs for introduction to the vocations but to strengthen their academic or basic education fundamentals. Much time should be allowed the pupils to discuss and explore the various employment possibilities while helping them to recognize those occupations in keeping with their abilities or potentials. At this point it is not best to thwart their interests in jobs even though it is obvious that those considered are unattainable. Practically every occupation has many related jobs of various levels of difficulty into which the pupil may be led by wise counseling. Field trips, films, pictures, books and other media may be used to introduce pupils of this level to the general fields of employment. Certainly, at this stage consideration of work should be kept rather general with no encouragement to selections of vocations.

At this level school counselors and Vocational Rehabilitation special counselors may begin to make contacts with the class for consultation and advice preparatory to working with the individuals when they reach the Vocational Rehabilitation level.

The teacher will make use of as many materials with vocational emphases as she can find. Although publishing companies are producing increasing quantities of teaching aids in special education, the teacher and the class will likely find it necessary to develop much of their own materials.

Probably the most important contribution to vocational preparation at this point is to reinforce with both academic subject matter and pre-vocational experiences what has been taught on previous levels as to traits, habits, attitudes and skills.

GENERAL OBJECTIVE

To develop each pupil to his maximum capacity physically, mentally, emotionally, socially, spiritually and vocationally in order that he may be a happy, successful, contributing member of society.

SPECIFIC OBJECTIVES

---To continue the general educational development until each pupil has reached his maximum potential

---To enhance the pupil's self-concept by developing moral excellence, personal charm and social competence

---To lay a broad, general foundation for successful orientation into the field of work

L A N G U A G E A R T S

READING

PURPOSE

To develop as able and diversified a reader as the pupil's mental ability allows

To develop a reading vocabulary containing the words the pupil needs in his daily contacts in the home, school, neighborhood and place of employment and to create an interest in reading for enjoyment

SPECIFIC OBJECTIVES

---To develop an interest in reading to satisfy needs

---To develop basic reading skills and abilities, including a sight vocabulary

---To develop techniques of word recognition

---To provide incidental reading of charts, signs, labels, etc.

---To provide experiences leading to the application of reading skills in both leisure time and functional situations

---To create an interest in a variety of reading materials

---To develop the power to read independently

---To develop the concept that words stand for experiences

---To develop the habit of reading for some definite purpose, as gaining desired information, or to answer a question

---To expand skills in picture interpretation

---To develop skills in reading smoothly and in conversational tones

---To encourage the pupil to progress at his own rate of learning and maturity

---To create a desire to read for pleasure

I. Foundations for reading

A. Reading readiness

1. Background of experience

2. Language and vocabulary

3. Auditory discrimination

4. Visual discrimination

5. Tactile discrimination

B. Initial reading

1. Incidental reading of signs and labels

2. Writing cooperatively and reading stories of experiences shared by the group

3. Developing picture clues

4. Developing context clues

5. Developing sight vocabulary

6. Developing configuration clues

C. Reading with understanding

1. Grouping words and phrases

2. Developing a method of word recognition

3. Developing comprehension

4. Writing sentences, paragraphs and stories

II. Steps in the preparation for the teaching of reading

A. Establishing the level of performance for each pupil

1. By observation of performance

a. Vision

b. Hearing

c. Motor coordination

d. Auditory discrimination

e. Vocabulary

f. Work habits

g. Social and emotional adjustment

h. Ability to fcllow from left to right

i. Interest in learning to read written materials

2. By tests

a. Teacher-made

b. Standardized

3. By studying pupil's school records

B. Observation of the reading habits and attitudes of each pupil

1. Enthusiasm for reading

2. Fluency

3. Ability to complete a task

4. Distractibility

5. Approach to difficult words

a. Avoidance or attempt to analyze

b. Methods of attack

C. Establishing special fields of interest

1. By oral discussion

2. By choice of hobbies

3. By their selection of subjects in free reading periods

4. By conferences with parents

D. Determining outstanding problems in oral and silent reading

1. Physical handicaps--sight, hearing, speech

2. Vocabulary

3. Pronounciation

4. Comprehension

5. Speed

6. Attention span

III. Steps in the teaching of reading

A. Creating interest

1. Class discussion of interesting topics
2. Guessing the nature of the material by the title of pictures
3. Reading spot passages by the teacher
4. Sharing objects of interest
5. Bulletin boards
6. Expanding background experiences
   a. Reporting on interesting experiences, trips, events or characters
   b. Films
   c. Filmstrips
   d. Television
   e. Excursions
   f. Dramatization
   g. Games
   h. Magazines
   i. Newspapers
   j. Catalog
   k. Telephone directory
   l. Posters
   m. Projects involving the reading of directions
   n. Treasure hunts or games dependent on reading

B. Teaching and reteaching basic skills

1. Sight words
   a. The basic sight vocabulary of two hundred twenty words
   b. Vocabulary from current readers

2. Phonetic analysis

   a. Initial consonants (teach with one vowel sound)

   b. Short vowel sounds

   c. Consonant combinations--sh, ch, wh, th, st, tr, gr, br, fr, dr, cl, pl, fl, sm, sw, sl

   d. Long vowel sounds, taught in conjunction with two vowel rules

      (1) The silent e

      (2) The double vowel

   e. Syllabication: The two major rules

      (1) Divide between two adjacent consonants

      (2) Divide after first vowel

   f. Diphthongs (oo, oi, ay, y, ow, au)

   g. Silent letters

3. Word study

   a. Root words

   b. Prefixes and suffixes

   c. Synonyms, antonyms and homonyms

   d. Definition of new words

   e. Making a dictionary of their own vocabulary to which they will add new words

4. Dictionary skills

   a. Alphabetical order

   b. Marking of vowels

   c. Syllabication and accent

   d. Guide words

   e. Phonetic spelling

   f. Pronunciation key

5. Comprehension

a. Acquisition of as rich, extensive, and accurate vocabulary as possible

b. Learning to interpret through units of increasing size

(1) The phrase

(2) The sentence

(3) The paragraph

c. Learning to read for specific purposes

(1) Finding and understanding main ideas

(2) Locating answers to specific questions

(3) Noting and recalling details

(4) Grasping the sequence of events

(5) Anticipating outcomes

(6) Following directions

(7) Grasping the author's plan and intent

(8) Evaluating and criticizing what one reads

(9) Remembering what one reads

d. Coordinating rate with comprehension

IV. Types of reading

A. Developmental reading

1. Skill in the mechanics of reading

a. Development of as large a sight vocabulary as possible

b. Development of skill in identifying unfamiliar words

c. Development of good eye-movement habits

d. Development of proper habits of posture, holding books, and so on

e. Development of speed and fluency in silent reading

f. Development of oral reading skills--phrasing, expression, pitch, volume, enunciation

2. Skill in reading comprehension

a. Acquisition of as extensive and accurate a vocabulary as possible

b. Ability to grasp the meaning of units of increasing size, phrase, sentence, paragraph, whole selection

c. Ability to find answers to specific questions

d. Ability to select and understand main ideas

e. Ability to understand a sequence of events

f. Ability to note and recall details

g. Ability to follow directions accurately

h. Ability to remember what one has read

B. Functional reading

1. Ability to locate needed reading material

a. Use of index

b. Use of table of contents

c. Use of dictionary

d. Use of encyclopedia

e. Use of library card files

f. Use of other bibliographic aids

2. Ability to comprehend informational material

a. Application of general comprehension skills listed under A, 2

b. Development of specific skills needed by special subject matter

(1) Reading of arithmetic problems

(2) Reading of maps, charts, and graphs

(3) Ability to select the material needed

(4) Ability to organize what is read

(5) Ability to read current pupil newspaper

C. Recreational reading

1. Development of liking for reading as a voluntary leisure-time activity
2. Development of ability to locate interesting, appropriate and enjoyable reading matter
3. Satisfaction of present recreational interests and tastes through reading
4. Development of more varied, more mature, and more refined reading tastes
5. Development of liking for oral reading as a means of entertaining others
6. Development of discriminative taste with regard to literary merits of reading matter
7. Achievement of personal development through reading.

There are many excellent series of books on the market. The teacher should select the ones she feels are most suitable for her pupils, and if at all possible purchase supplementary readers to accompany the basal readers. Best results are obtained if the teachers' guide accompanying the reader selected is used regularly, with discretion.

READING GAMES

Falling Leaves

To help with vocabulary drill, make a word tree. The trunk and branches may be cut from brown construction paper, backed with felt, and placed on a flannelboard. Leaves are cut from paper in fall colors and placed on the tree. On the back of each leaf print a new or review vocabulary word. After the day's lesson, ask the class to help the leaves fall from the tree. Each player is given a chance to come up, take a leaf, and read the word. If the word is correct, he keeps the leaf.

Rocket Flight

Young persons, especially boys, will like to take a rocket through space to another planet. Along a chart marked in squares, there can be various hazards such as meteors, comets, rocket trouble, stops at friendly and unfriendly planets, oxygen refueling stops, etc. Plastic rockets may be used for markers. Words to be studied can be printed on small cards shaped like rockets.

A game like this can be mounted on shelf paper or on a window shade attached to a wall. Rocket markers may be stuck with removable plastic adhesive to the game chart. Each pupil can be dealt a pre-selected number of rocket-shaped cards. As a leader calls one of his words, the pupil can move one space along his route.

Train, Airplane and Car Trips

These trips may be arranged in a manner similar to those suggested in the Rocket Flight game. Small plastic or cardboard trains, airplanes, or cards may be used as markers.

Landing Jets

Draw an airplane hangar with an approach runway in front of it. Divide the runway into about ten or twelve blocks. Cut out three small jet plane pictures from a magazine. The object is to try to land each of the planes without a crackup. The player taxis up the runway saying the word in each block as he comes to it. He has three tries as he has three jet planes to land and to take into the hangar.

Baseball Game

Draw a baseball diamond on a large sheet of oak tag. Mark the bases, batter's box and the pitcher's box. Make a disk of cardboard with five areas and a spinning arrow. The players take turns spinning the arrow. The five areas that the spinner can point to are labeled "one base hit", "two base hits", "home run" and "out". Before a player can move his man, he must draw a card and pronounce the word printed on it. A failure to draw a card before he spins constitutes a strike. Three such failures add up to an out. When a player gets three outs, the game is over and the person with the most runs is declared the winner.

Nine Pins

The purpose of this game is to improve visual discrimination and increase vocabulary. Colored circles about an inch or an inch and a half in diameter are fastened on a nine by twelve sheet of paper. The colored circles should be fastened with brass fasteners or staples so that a slip of paper may be placed under each one. A word should be printed on each colored circle and a numerical value from one to ten written under each circle. The words used should be those which are difficult for the pupil, or words which are similar and thus easily confused. The same words which appear on the colored circles are printed on a set of small cards. Two or more people may play. After the small cards are placed face down on the table, the players take turns selecting a card and placing it under the colored circle which it matches. A player must say the word to get credit for it. His score is the number under the circle. These numbers are added for each player and the person with the highest total score is the winner.

GRAMMAR

The mechanics of formal grammar should not be stressed as such; only functional grammar should be taught as the need arises for practical application.

The introduction of "The Linguistic Method of Teaching Language" into our public schools de-emphasizes the importance of rigid rules and regulations and makes socially acceptable usage the criterion for judging the effectiveness of standard English.

Grammatical construction, punctuation, and capitalization should be taught as they are used in meaningful experiences in reading, writing and oral discourse. This will involve a greater emphasis upon auditory discrimination and perception.

(a) A sentence is a complete thought.

(b) Periods are stop signs.

(c) Commas are interrupters and used as a slight pause for clearness and understanding.

(d) Question marks indicate questions.

(e) Possessives show ownership.

(f) Capitals designate names of people, places and special things.

(g) A goes before consonant sounds--a girl, a box, a friend.

(h) An goes before vowel sounds--an apple, an organ, an enemy.

(i) Use good, not well, after the verbs smell, feel, taste and look.--The rose smells good.

Correct usage of pronouns and verbs requires continuous repetition and may be learned by rote.

Tense indicates the time of the action of the verb: Present time--I go. Past time (the action has been completed) I went. Future time (action yet to be completed) I shall go. Past participles must have helpers. These helpers are have, has and had. I have gone. He has gone. They had gone.

ORAL AND WRITTEN LANGUAGE

PURPOSE

To equip the pupil with the basic knowledge of the spoken and written language in order that he may be able to communicate in a socially acceptable manner and be adequately prepared for successful employment

I. Oral language

A. Training for social activities

1. Making and acknowledging introductions
2. Proper telephone etiquette
3. Giving directions and explanations
4. Receiving and entertaining guests
5. Planning games and refreshments
6. Story telling
7. Relating interesting experiences
8. Describing interesting people, places and things
9. Dramatizing
10. Pantomimes
11. Presiding over group activities
12. Leading group discussions
13. Organization of clubs
14. Planning parties
15. Entertaining parents at school
16. Making reports

a. Home activities

b. News items

c. Television personalities

d. School and church activities

e. Weather reports

f. Hobbies

g. Household pets

h. Interesting trips

i. Gifts

B. Training for business competence

1. Making appointments

2. Preparing for an interview

3. Making oral applications

4. Discussing personal qualifications

a. Personal appearance

b. Correct speech

c. Proper manners

d. Pleasing voice

5. Practice asking and answering questions clearly and distinctly

6. Reporting on job opportunities

a. Kinds of interesting jobs

b. Qualifications for getting and holding jobs

7. Discussing characteristics which determine success in holding a job

a. Willingness to work

b. Respect for authority

c. Accepting criticism

d. Respect for the rights of others

e. Optimistic attitude

f. A pleasing personality

g. Care of property and materials

h. Punctuality

i. Dependability

II. Written language

A. Training for social activities

1. Writing friendly letters and post cards

2. Writing notes of invitation and acceptance

3. Writing thank-you notes

4. Making posters and signs

5. Constructing a news letter or paper

6. Making a telephone directory of names of classmates

7. Writing an autobiography

8. Completing stories

9. Writing biographies of interesting people

10. Making a booklet on national holidays and religious holy-days

11. Creative writing based on timely topics of special interest

B. Training for business activities

1. Filling out blank checks and money orders

2. Filling out application blanks

3. Addressing envelopes

4. Writing business letters

5. Taking notes and simple dictation

6. Listing the names and addresses of various business firms

7. Making out sales slips

8. Paragraph writing

   a. What I Want to Be When I am Older

   b. Why I Want a Job

   c. What I Plan to Do with My Money

   d. What Must I Do to Be Well-Groomed?

   e. What Makes a Pleasing Personality?

   f. How Do I Make and Keep Friends?

   g. The Person Who Has Helped Me Most

   h. What I like to Do Best

   i. What I Like to Do Least

SPELLING

A teacher should keep a close check on spelling in all written work which pupils are required to do. Legibility and neatness should also be stressed. The teacher's guides will have many helpful suggestions and activities for the daily lesson plans.

Reteach basic word lists from previous levels and such needed words as: days of the week, months of the year, names of pupils' home town, state, school and others, as they are encountered.

Teach and stress protection words and vocabulary necessary for following commonly-given directions and daily assignments.

HANDWRITING

Legibility is the first essential in writing, and each person should develop ease and motor control to meet his own needs. Manuscript is the form used in the initial teaching of handwriting for retarded youths and should be practiced throughout school life because it is used so much today in the business world. The change to cursive writing is usually made in the second or third grade and is used most during school life. It is suggested that one follow the directions in the handwriting text adopted by the school system. The use of lined paper aids in the teaching of the proper slant and proportion of letters.

It is necessary that retarded youths learn to write their names legibly in cursive form.

A R I T H M E T I C

ARITHMETIC

PURPOSE

To gain the knowledge of the fundamental essentials in arithmetic that will enable the pupil to preserve his dignity in ordinary, simple, everyday business transactions and to deal successfully with other quantitative relationships

SPECIFIC OBJECTIVES

---To reinforce and, if necessary, reteach basic number concepts

---To reinforce and, if necessary, reteach the four fundamental operations: addition, substraction, multiplication and division

---To provide experiences in which the practical application of arithmetical concepts may be learned

I. Teaching concepts

A. Presenting the concepts of time

1. The use of the clock

a. Hours

(1) Number of hours in a day

(2) Number of hours for sleep

(3) Number of hours in school

(4) Number of hours for recreation

b. Minutes

(1) Number of minutes in an hour

(2) Number of minutes in a half-hour

(3) Number of minutes in a quarter of an hour

c. Roman numerals one through twelve as they appear on the face of the clock

2. The use of the calendar

a. Months

(1) Number of months in a year

(2) Months which make up our seasons

(a) Fall

(b) Winter

(c) Spring

(d) Summer

(3) Months which contain special holidays, religious holy days, birthdays or vacation periods

b. Weeks

(1) Number of weeks in a month

(2) Number of weeks in a school year

(3) Number of weeks of vacation

(4) Number of weeks in a year

c. Days

(1) Number of days in a week

(2) Number of days in a month

(3) Number of days in a work week

(4) Number of Sundays in a month

(5) Number of days in a year

(6) Divisions of the day

(a) Morning

(b) Afternoon

(c) Evening

(d) Night

B. Presenting the concept of measurement

1. Liquid measurements

a. Teaspoon

b. Tablespoon

c. Cup

d. Pint

e. Quart

f. Gallon

2. Linear Measurements

a. Inch

b. Foot

c. Yard

d. Mile (about the distance of three times around the block or four laps around the football field)

C. Presenting the concept of shapes

1. Circle

2. Square

3. Triangle

4. Rectangle

5. Diamond

6. Cube

7. Cylinder

8. Sphere

D. Presenting the concept of weight

1. Ounce

2. Pound

3. Ton

E. Presenting the concepts of money value

1. Counting and changing money

a. Cents

b. Nickel

c. Dime

d. Quarter

e. Half-dollar

f. Written signs

(1) Recognizing the dollar mark and cents' mark

(2) Understanding the decimal point

2. Spending money

a. Cost of a bus ticket

b. Cost of lunch ticket

c. Cost of movie ticket

d. Cost of ballgame ticket

e. Cost of clothing

f. Cost of groceries

g. Cost of utilities

3. Banking

a. Saving money

b. Earning interest on money

c. Depositing money

d. Checking accounts

e. Borrowing money

f. Paying interest on borrowed money

g. Writing checks

4. Paying taxes

a. Sales tax

b. Tobacco tax

II. Teaching the four fundamental operations

A. Addition

1. Numbers

2. The forty-five basic combinations

3. Regrouping (carrying)

4. Simple fractions

5. Counting by multiples from two through ten

B. Subtraction--regrouping (borrowing)

C. Multiplication

1. Single digit numbers

2. Two and three digit numbers

3. One product multipliers

4. Advanced problems in multiplication for more capable students

D. Division

1. Simple division with no remainders

2. Simple division with remainders

3. Advanced problems for more capable students

E. Use of zero

1. As a placeholder

2. Remainders

3. Subtrahend

4. Identity element

F. The meaning of 1, 2, 3, 4, place numbers

G. Reading numbers from 1 to 1,000

H. Higher place value numbers for more advanced students

I. Common fractions

1. Halves

2. Thirds

3. Fourths

J. Decimal fractions

1. As used in money numbers

2. Percentage expressed in decimal fractions

GAMES AND TECHNIQUES

Double or Nothing (a time and numbers game)

The leader sets the clock. The students look at the clock and tell the time. The person who raises his hand first gets a chance to tell the time. If his answer is correct, he wins five imaginary dollars which he records in his bank book (A sheet of paper will serve as a bank book.) If he fails to read the correct time, he gets nothing.

Each time a pupil wins, he doubles his money and becomes the new leader.

The person with the most money at the end of the time alloted for play wins the game.

Musical Chairs

The number of chairs used is one less than the number of pupils playing. The pupils march around the row of chairs as music is played. When the music stops, each pupil sits in a chair. The one left standing must answer a question. (The questions are review questions to reinforce learning.) The teacher asks the question. If the student gives

the correct answer, he is still in the game, and the music starts again. If he makes an incorrect answer, he must drop out of the game and one chair is removed from the row.

Going Fishing

The teacher places into a large bowl a number of fish made from colored construction paper with a paper clip attached. Each fish has a question written on the back. The student is provided with a fishing pole. (A teacher's pointer with a magnet attached by a string.) Each pupil takes his turn fishing. When he catches a fish, he must read the question and answer it. If he gives the correct answer, he may keep his fish, but if he fails to give the correct answer, the teacher or other players may answer it. The fish is then returned to the bowl, and the next player takes his turn. The one with the most fish wins the game. (The same fish will be caught and returned many times; therefore, the answers to the questions will be repeated many times. The pupils will be encouraged to learn from repetition, because they will have an immediate and definite purpose in learning--to win the game.)

The Card Game

Cards upon which have been printed dots representing various numbers are placed in a box. The leader draws a card and places it open face upon the table. Let us say for example that the lead card has six dots on it. The first player draws a card from the box; he must tell the group that his card has either more or less dots than the lead card. Then he must tell exactly how many more or less. He places his card down for all to see. If he has given the correct number, he

must give his card to the person on his right. The pupil with the most cards wins the game. (This game may be played in the teaching of each of the four fundamental operations. It is a good way to teach sportsmanship also. Giving away a card is more impressive than just returning it to the box.)

Recommended game book:

Games The World Around by Sarah Ethridge Hunt and Ethel Cain. New York, New York: Published by A. S. Barnes and Company.

SUGGESTED ACTIVITIES

1. Make a budget and keep a day by day record of expenditures.
2. Make out a menu; compute the cost. Look for specials and report on savings.
3. Compare heights and weights of pupils.

Teaching Aids

1. Money
2. Colored stick counters
3. Bingo number cards
4. Dominoes
5. Cards
6. Pegboards
7. Number cards
8. Flannel board
9. Number puzzles
10. Thermometer

11. Scales
12. Foot rulers
13. Yard sticks
14. Clock
15. Calendar
16. Jars and cartons--quarts, pints, cups and gallons
17. Egg cartons, dozen and half-dozen
18. Telephone
19. Boxes--round, square, rectangular
20. Flash cards
21. Abacus
22. Plastic toys
23. Measuring cups
24. Measuring spoons
25. Linear measure set

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SOCIAL STUDIES

SOCIAL STUDIES

PURPOSE

To help the student find an increasingly rewarding and productive place in his environment

SPECIFIC OBJECTIVES

---To provide meaningful experiences which will develop social understandings, civic responsibility and patriotic attitudes consistent with the needs of the pupil

---To study a wide range of topics with a flexible adaptation to current events

---To help the pupil understand his place as a contributing member of society

I. The United States of America

A. Our heritage from the Old World

1. Religion
2. The Arts
3. Democratic institutions
4. Language
5. Freedoms

B. Voyages, discoveries and early settlements

1. Early governments
2. Government today

a. Introduction to meaning of citizenship

b. Constitutional rights

c. Major functions of government

d. Federal installations

(1) Post offices

(2) Military facilities

(3) National parks

(4) Plants

e. Federal money

f. Political structure

(1) President

(2) Capitol

(3) Congress

(a) Representation

(b) Power of the vote in local, state and national official elections

II. Emphasis on citizenship

A. How a nation can remain strong

1. Assuming home and family responsibilities

2. Assuming one's share of tasks in the home

3. Encouraging family loyalty

4. Developing a desire to respect and to obey laws

a. Civil

b. Home

c. School

d. Local

e. State

f. National

g. International (Purpose of United Nations)

5. Sharing what we have and developing habits of concern for others who are less fortunate
6. Recreation--value of playing together
7. Value of team membership
8. Value of church attendance
9. Contributions of the armed forces

B. Helping members of the community, state, nation and affiliated international services (i.e. Red Cross)
   1. Participation in groups such as Scouts, Junior Red Cross, Boys' Clubs, Y-Clubs, church-related youth programs, school clubs, hobbies of the family and individual project work
   2. Participation in civic drives
      a. United Givers Fund
      b. Other drives not covered in the United Fund
   3. Value of working in the field of research and prevention of disease

C. Industries--related to one's needs

D. Transportation and communication
   1. Speed and ease of communication and travel
   2. Practical use of personal car
   3. Practical use of public transportation
      a. Buses
      b. Cabs
      c. Ships
      d. Airplanes
   4. Practical transportation to other cities, parks, etc.
      a. The importance of time
      b. The accommodations

c. The actual cost involved

E. Great men and women of America

1. Statesmen, explorers, scientists, inventors, artists, others

2. Contemporary men and women important to class (Explain that each has a part to play, but history records some as great.)

a. School officials

b. Local government leaders

c. Church leaders

d. Civic, industrial and professional leaders

e. Community service workers

F. National holidays

1. Labor Day

2. Columbus Day

3. United Nations Day

4. Thanksgiving

5. Armed Forces Day

6. Others

G. Holidays growing out of the customs and traditions of the three great religions

1. Christmas and Easter

2. The Passover

3. The Journey to Mecca

4. Hanukkah

5. All Saints' Day

III. Mississippi

A. Founding of Mississippi -- (Relate to familiar places: Gulf Coast, Natchez, other river sites and one's local community.)

B. Government

1. Legislature

a. House of Representatives

b. Senate

2. Judicial

3. Executive

C. Local and county government functions

D. Citizens' responsibilities

1. Voting--qualifications, the honor and responsibility of exercising this right

2. Better citizenship

a. Right relations to others

(1) Getting along at home, school, etc.

(2) Importance of friends

(3) Responsibility to friends

(4) Responsibility to support programs and people qualified to direct programs and hold office--fairness

(5) Protecting property and rights of others

b. Responsibility for health and safety

(1) Understanding safety measures

(2) Obeying traffic regulations and other laws

(3) Learning respect for law and order

c. Courtesy (Practice the elements of common courtesy in the school; the pupils will note this.)

d. Importance of profitable and pleasant use of leisure time in relationship to citizenship in one's home, school and community

e. Becoming a contributing citizen

(1) Taxes

(a) Purpose

(b) Importance of the small taxpayer

(2) Community work

(3) Taking care of one's own home, yard, playgrounds, adjacent street, keeping curbs free of hazards and waste

(4) Working together

(5) Playing together

(6) Church membership

(7) Socio-recreational membership: Y.M.C.A., Y.W.C.A., ball clubs, camping groups, fishing, swimming, boating, hunting and other groups

E. Schools

1. Reasons for

2. Relationships to the community

3. Relationships to jobs

4. Kinds of schools

a. Vocational

b. Special

F. Government and community agencies

1. Why they are necessary

2. Help for individuals

a. Crippled Children's Service

b. Vocational Rehabilitation

c. Health Department

d. Welfare Department

e. Family Service Agency

f. Service clubs

G. Industries

1. Job potential

2. Kinds

3. Value to community

H. Rivers and lakes

1. Transportation

2. Industry

3. Recreation

4. Sites for towns and cities

5. Links in expanding the frontier

6. Influence in commerce and trade

7. Employment of local people

I. Recreational facilities

1. Parks

2. Lakes

3. Beaches

4. Bowling alleys

5. Tennis courts

6. Ball fields

7. Day camps

8. Skating rinks

9. Swimming pools

10. Theaters, when used with discrimination

11. TV sponsored participation programs

ACTIVITIES

(Stress items of current interest.)

1. Discussions
2. Answering and phrasing questions
3. Looking at pictures
4. Relating to past experiences
5. Using reference materials to learn more about the place, the person or the events
6. Collections of pictures, articles and other items
7. Models
8. Booklets
9. Bulletin board displays
10. Maps
11. Murals
12. Regional displays
13. Drama, role playing, etc.
14. Field trips
15. Audio visual aids
16. Resource people in the community
17. Selected readings
18. Art and music activities correlating with topics being studied
19. Correlating social studies vocabulary with language arts program and other aspects of the curriculum
20. Frequent evaluations
21. Occasions for parent participation, such as Mississippi Day, with student projects on display
22. Periodic elections of homeroom officers

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S C I E N C E

EVERYDAY SCIENCE

PURPOSE

To stimulate the pupil's interest in the physical aspects of his surroundings and give him a better understanding and appreciation of his interactions with his environment

Many fields of science may be explored advantageously if the work is simple, interesting and meaningful. Complicated scientific terminology and principles should be avoided.

A. Animals

1. Helpful

a. Domesticated

b. Games

c. Fur-bearing

2. Harmful

a. Rodents

(1) Damage they do

(2) Control measures

B. Insects

1. Helpful, as bees

2. Harmful

a. Beetles

b. Weevils

c. Flies

d. Means of controlling them

C. Birds

1. Types

a. Song

b. Game

c. Scavenger

d. Birds of prey

e. Poultry

2. Habits

a. Migration

b. Nesting

c. Mating

D. Plants

1. Propagation

2. Growing methods

3. Cultivation

4. Uses of plants to man

a. As food

b. For landscaping and other aesthetic purposes

5. Balance in nature

6. Source of soil building

E. Simple Machines

1. Definition

2. Uses

a. Inclined plane for easy lifting (stairway, ramp)

b. Lever for lightening work loads (shovel, crowbar)

c. Lever as used in leisure-time activities (seesaw, fishing pole)

d. Pulley

(1) Wheel

(2) On bicycle

e. Wedge

(1) Knife

(2) Plow

f. Magnets

(1) As compasses

(2) In separating unlike materials, if one is magnetic and the other not

(3) Lifting device

F. Weather

1. Reading simple weather instruments

2. Interpreting simple weather instruments

3. Knowing what to expect of weather (primary understanding)

a. Clouds

b. Frontal areas

c. Highs and lows

4. Practical uses of air

5. Observations of weather and adaptations to weather

a. Making plans for dress according to observations of weather

b. Safety measures

(1) Protection from storms

(2) Protection from lightning

(3) Protection from rain

(4) Protection from ice

c. Adaptations of schedules to weather changes

G. Forestry

1. Local trees (identification)

a. Leaves

b. Bark

c. Fruit

d. Wood

2. How to tell the age of a tree (note what rings show)

3. Uses of trees

a. Furniture

b. Home construction

c. Food

d. Landscape

e. Oils

f. Medicines

g. Conservation

h. Fuel

i. Paper

j. Clothing

k. Rubber

l. Shelter

H. Electricity

1. Dangers

2. Ways to handle

3. Uses

a. Telephone

b. TV

c. Lights

d. Cooking

e. Medical

4. Electromagnets

    a. How electricity makes a magnet

    b. Magnet in needle always points north and south

    c. Practical uses of electromagnets

I. Water

1. Uses of water to man

    a. Drinking

    b. Navigation

    c. Recreation

2. Salt water

3. Review of water cycle

4. Results of freezing and boiling

5. Floods

    a. Causes and results

    b. Prevention

J. Air

1. Ventilation and its effects on people, plants and animals

2. Disasters caused by lack of ventilation

3. Reality of air

    a. Can be measured

    b. Has pressure

    c. Is a gas

4. Uses of oxygen in the air

    a. Aids burning

    b. Essential for life in human beings and animals

5. Relationship of air pressure to distance above the earth

6. Sound

a. Speed

b. Conductors

K. Space

1. Sun, moon and stars

a. The sun as a star

(1) Light

(a) Night and day

(b) Vital importance of sunlight to living things

(2) Energy

(3) Seasons

(a) Cause

(b) Effects on man

b. Moon

(1) Why the moon shines

(2) Effect on tides

(3) Superstitions about the moon

(4) Eclipse

(5) Surface of the moon

c. Other planets

(1) Names of major planets in our solar system

(2) Constellations

(3) Relationship to the sun

(4) "Falling stars"

2. Definition of space

3. Conditions in space

4. Men in space

5. Objects in space

6. Heights planes fly

L. Rocks and Soil

1. Composition of

2. Formation of rocks

3. History of the earth

a. The earth is changing

b. What the earth tells us of long ago

c. Early life on the earth

d. Why living things change

4. Uses of soil

a. Farming

b. Planting in pots

5. Uses of rock

a. Filtration

b. Gravel

c. Building

(1) Homes, schools, other constructions

(2) Roads

6. Erosion

a. Causes (water, wind, ice)

b. Methods of prevention

c. Soil building

M. Light

1. Travel of

2. Relationship to color

3. Light from the sun

a. Source of energy

b. Reason for light of the sun

c. Importance to life

4. Proper lighting

a. Home

(1) Electric lighting

(2) Natural light

b. School

(1) Electric lighting

(2) Wise use of windows

c. Community

(1) Streets

(2) Alleys

(3) Buildings

d. Dangers of overloading a circuit

SUGGESTED ACTIVITIES

1. Make a scrapbook of helpful animals.
2. Take a field trip to a farm.
3. Make charts showing foods that animals supply.
4. Discuss household pests, including rats, roaches, flies, etc., and discuss methods of controlling these pests.
5. Make insect collections.
6. Mount some common insects.
7. Collect cocoons and let a moth emerge in the schoolroom.
8. Collect and display insect control equipment.
9. Find pictures of four poisonous snakes (Request help from the Red Cross.)

10. Demonstrate the method of caring for snake bite.

11. Listen to recordings of bird songs and calls. (These can often be purchased at a local variety or 5 and 10 store.)

12. Make a bird houses.

13. Hatch a chicken in the room.

14. Germinate seed.

15. Root a plant in water.

16. Test plants for content (example: iodine test for starch).

17. Balance a terrarium.

18. Make food charts.

19. Make miniature landscapes.

20. Demonstrate grafting.

21. Demonstrate use of the plane to raise an object from one level to another.

22. Call attention to the fishing pole as a lever.

23. Pick up pins, needles, paper clips, other objects, with magnets.

24. Demonstrate that magnets can work through glass.

25. Make simple weather instruments.

26. Make booklets of pictures of clouds, relating seasons and weather conditions to activities.

27. Make booklets containing leaves (Treat leaves so as to preserve them. Borax and sand are effective in drying leaves.)

28. Make dried arrangements.

29. Make a bell circuit.

30. Show expansion resulting from freezing water or milk.

31. Show evaporation through changing liquid to steam.

32. Make a field trip to study erosion.

33. Use a celery stalk standing in ink to show how liquid passes through stems.

34. Demonstrate the pressure of air, using a shelled, hard-boiled egg and a bottle.

35. Heat a soft drink bottle with an attached balloon to show air pressure and expansion.

36. Show the movie, "Our Mr. Sun".

37. Plant and grow a garden.

38. Read Indian stories about superstitions in nature.

39. Make a rock collection.

40. Make a butterfly collection.

41. Make a lamp.

42. Request the local power company to present a film on lighting.

43. Encourage Christmas lighting.

H E A L T H A N D S A F E T Y

HEALTH AND SAFETY

PURPOSE

To instill in the pupil basic habits and good attitudes toward healthy living and to establish habits of preservation for himself and his fellow man

SPECIFIC OBJECTIVES FOR THE PUPIL

---To become familiar with the meaning of health and safety

---To become more knowledgeable about how to acquire good health and maintain it

---To understand the effect of good health and safety habits on successful living

---To desire good habits of health and safety

---To become aware of causes of common diseases and means of preventing them

---To become aware of the responsibility for his own health and safety and also that of the other members of the community

---To develop the knowledge and habits to cope with the responsibilities of personal and community health and safety

I. Personal grooming

A. Care of body

B. Care of hair

C. Care of skin

D. Care of teeth

E. Care of nails

F. Care of clothing

G. Appropriate dress

II. Process of growth and maturation

A. Growth patterns

1. Body changes of the adolescent

2. Rates of growth and body types

B. Relationship of posture to good health and appearance

III. Mental health

A. Spiritual concepts

B. Moral values

C. Wholesome attitudes toward sex and marriage

D. Acceptance of responsibility

E. Effective use of leisure time

IV. Prevention of diseases

A. Cleanliness

1. Personal

2. Environmental

B. Drugs

C. Immunizations

D. Importance of avoiding the spread of disease

V. Illness

A. Recognition of common diseases

B. Proper care of diseases

C. When to call a doctor

D. Caution in the use of home remedies

VI. Eating habits

A. Importance of regularity

B. Adequate diet

C. Importance of relaxed meals

D. Serving plates attractively with well-balanced meals

E. Importance of chewing food thoroughly

VII. Rest and sleep

A. Number of hours desirable for good health, with some allowance for individual variations in needs

B. Proper ventilation

C. Correct posture

D. Preparation for bed

1. Brushing teeth

2. Bathing

3. Quiet time before retiring

4. Clean bed linens

5. Adequate covering

E. Appropriate garments

VIII. Handling emergencies

A. Reporting unusual symptoms

B. Proper first aid

C. Sources of help

1. List of telephone numbers to be called in emergencies

2. Neighbors

D. Importance of "keeping cool"

IX. Safety

A. Personal safety

1. Laws of driving safely

a. City laws

b. Laws regulating driving on highways

2. Water safety

    a. Dangers involved in swimming, wading, or boating alone

    b. Importance of knowing how to swim well

3. Medicines

    a. Meanings of signs on bottles

    b. Importance of destroying old medicines

    c. Importance of making sure that medicines to be taken are not harmful

    d. Importance of obtaining a doctor's prescription

    e. Dangers in using medicines prescribed for others

4. Securing help when ill or injured

5. Safe use of simple tools

    a. Mower

    b. Hoe

    c. Saw

6. Exercise of precautions to prevent cuts, bruises, burns, falls

7. Knowledge of the use of gas

8. Knowledge of the use of electricity

9. Awareness of the danger of gas and electricity

10. Information on, and knowledge of, when and how to call police and fire departments

11. Importance of keeping police and fire department telephone numbers available

B. Safety in the community

1. Street safety

    a. Individual responsibility

    b. Community responsibility

2. Recreational safety

    a. Knowledge of various dangers

    b. Learning ways to avoid dangers in games

3. Cooperation with the fire department and the police department

4. Awareness of frequent need to report community dangers and knowledge of agencies to whom to report (Examples: fallen wire, broken sewer, broken window)

5. School safety

    a. Safety on the playground

        (1) Participant

        (2) Observer

    b. Safety in halls and on stairs

        (1) Correct use of stairs and halls

        (2) Awareness of hazards

    c. Fire drills

    d. Lunchroom hazards

        (1) Food on the floor

        (2) Broken dishes

    e. Bathrooms

        (1) Keeping litter off the floor

        (2) Keeping water off the floor

C. Travel safety

1. Awareness of signs and their meanings

2. Awareness of others

3. Responsibility for others

4. Responsibility for self

5. Knowledge of modes of travel and hazards of each

SUGGESTED ACTIVITIES

1. Have a large full-length mirror in the classroom so that each pupil can check his appearance day by day.
2. Have group discussions and mention improvements that each one can make.
3. Practice proper dress, tooth brushing, correct posture, and safety rules in the classroom with students taking part in everything.
4. Make health and safety posters and scrapbooks.
5. Reinforce teaching of health and safety by use of filmstrips, booklets, dramatizations, charts, demonstrations, programs (including talks by resource persons), and field trips.

A R T S A N D C R A F T S

ARTS AND CRAFTS

The arts and crafts course for the pre-vocational pupils should include activities for pleasure at the present time and skills for future leisure times. These pupils should be in classes of industrial arts and homemaking when possible. They should be learning how to use simple tools and eventually power tools, safely and efficiently.

The girls should be in homemaking classes where they are learning the basic principles of nutrition, practicing food preparation, simple sewing and mending, the use of cleaning and laundry equipment and the care and beautification of a house.

PURPOSE

To gain pleasure and acquire skills

SPECIFIC OBJECTIVES FOR PUPIL

---To improve understanding and practice cooperation, socialization and sharing

---To develop an appreciation for the results of his efforts and to cultivate good work habits

---To use crafts in cooperation with school or classroom projects

---To develop skills in construction activities

I. Areas

- A. Drawing
- B. Painting
- C. Designing
- D. Modeling

E. Wood carving

F. Modeling in metals

G. Block printing

H. Glazing and firing of ceramics

I. Lettering

J. Book binding

II. Activities

A. Drawing pictures related to activities in the class

B. Painting

1. Glass

2. Murals

3. Unbaked ceramics

4. Papier-mache objects

5. Furniture

C. Modeling

1. Plaque making

2. Clay modeling

3. Soap sculpture

D. Carving

1. Wood carving

2. Block carving

E. Crafts

1. Basket making

2. Weaving

3. Metal craft

F. Making decorations for home, parties, and holidays

G. Making flower arrangements

H. Preparing invitations and greetings

III. Materials

A. Paints

B. Paint brushes

C. Leather

D. Metal

E. Soap

F. Glass objects

G. Reed for baskets

H. Weaving thread

DIRECTIONS FOR OTHER ACTIVITIES

The following material is taken from the Arts and Crafts Handbook published by the State Department of Education in 1962:

Woodwork

Since most of the projects listed in this book under the medium of wood are finished in much the same way, it seems practical to give one explanation at this point and eliminate duplication in the following projects.

Where patterns are given for the article to be made, it is best to trace the general outline of the pattern on the wood by using carbon paper between the pattern and the wood. Care should be taken to observe any directions on the pattern that relate to placing the pattern on the grain of the wood.

Cut the wood with a coping, hand or jig saw. This will of course depend on the thickness and length of the wood and upon the saws that are available for use.

After the wood has been cut the rough edges should be worked with a wood rasp. If the wood has holes or flaws that cannot be taken out by sanding these should be filled with plastic wood and allowed to dry.

It is now time to give all the wood surfaces a good sanding with coarse sandpaper, then follow with a thorough sanding with fine sandpaper. Pupils usually respond properly to sanding if they are directed to sand until the board is "as smooth as the face."

If further designs are to be used on the wood they should be drawn

or traced on at this time. Woodburning or coloring may now follow if either of these methods is desired.

The design may be colored with wooden coloring pencils which come in a wide range of colors or water colors. More intense colors are obtained from the wooden coloring pencils by dipping them into water or by dampening the wood area that is to be colored. A soft, worked-into-the-wood effect is achieved when the pencils are not dampened until after the pattern is colored and the entire design is then brushed over several times with a brush moistened in turpentine.

The wood is now ready for its first coat of shellac, varnish, lacquer or sealer. If shellac or varnish is used the first coat should be allowed to dry thoroughly and then be lightly sanded or rubbed with steel wool before a second coat is applied. If a dull satin finish is desired the second application should be rubbed with steel wool after it has dried. The wood can then be waxed with a good grade of paste wax and hand rubbed. If a glossy finish is preferred then it is not desirable to use the steel wool after the second application of finish, nor is the waxing necessary. One may want to use more than two coats of finish for a higher gloss. Since the lacquer and sealer are now available in spray containers the wood may be sprayed and when dry. sprayed a second time to give a better finish.

When using prepared wood stains the lightness or darkness of the satin can be varied by the use of turpentine.

For light, brilliantly colored finishes where the wood grain is to show through, use regular household enamel, greatly reduced by turpentine and applied with cotton or a soft rag.

1. Plywood Cutouts

   Materials: plywood or veneer object, precut, toy hammers, nails, Celotex or sheetrock

   Precut various forms from plywood and drill holes in each one. Shapes may be squares, circles, triangles, strips, trees, cars, etc. Construct a scene or picture from pieces by nailing them to the Celotex.

   Suggestions: Other cutouts may have holes all around the edges to be used for simple lacing. Christmas tree ornaments such as bells, trees, angels may be cut out of thin plywood with coping saw, painted with enamel, and a hole drilled in end to thread string through for hanging on tree.

2. Plywood Tray

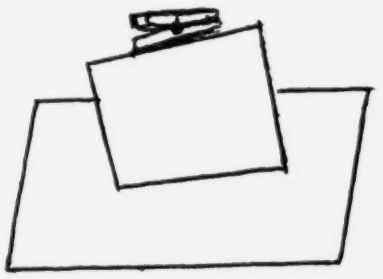
   Materials: circle of 1/2 in. or 5/8 in. plywood (Scraps may be obtained from lumberyards), 5/8 in. rope, pencil colors, Water Lok, shellac, 1-in. headed nails, carbon paper, brush

Cut circle about 15 in. in diameter. Trace design onto wood using the carbon paper or draw a free hand design. Mexican or Indian motifs are excellent on this tray. Color the design with pencil colors and seal it by brushing lightly with turpentine. Then shellac the entire surface. A substance called Water Lok may be used in place of the turpentine and does not cause the colors to run. When the tray is dry take about 5 1/2 ft. of rope and join by splicing with heavy fishing twine. Also wrap opposite side of rope with twine so the sides will look alike. Now nail the rope around the tray, looping it on sides of tray for a handle. Be sure to shellac rope also.

3. Recipe Holder

Materials: plywood pieces, 1 spring type clothespin, paint, wood glue, sandpaper

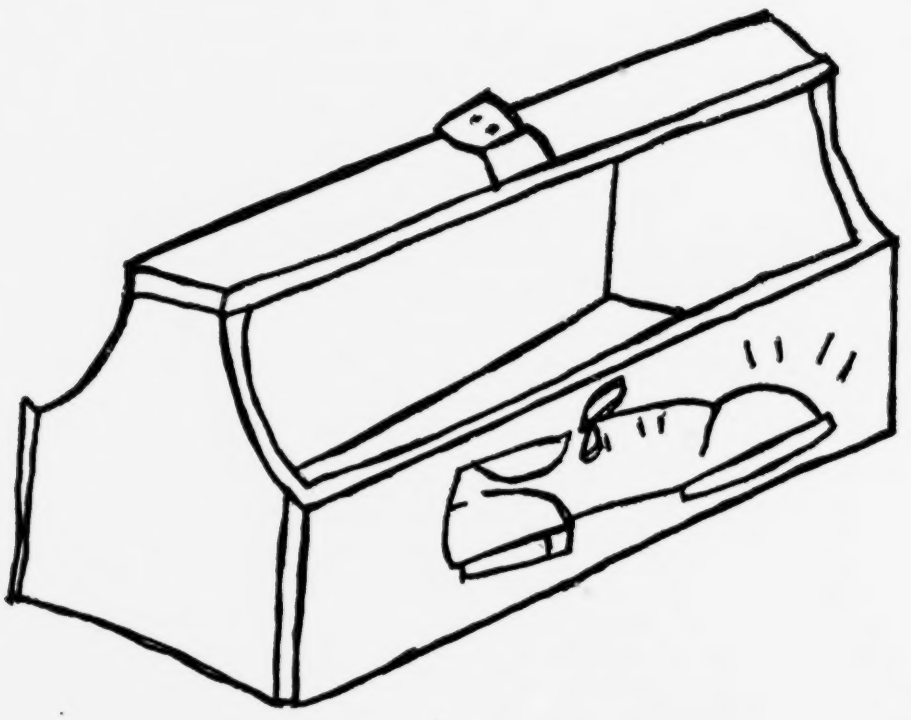
Precut plywood pieces. See illustration. Sand the two pieces. Paint or use in the natural finish. Finished product may be sprayed with shellac. After sanding and painting glue the odd shaped board (a) to the rectangle (b) so that the slanted side is up. Glue the clothespin on the slant in such a position that it can be opened and closed and so that a card can be held by the pin in a reading position.



4. Shoe Shine Box

Materials: a piece of board 1/2 in. thick, hammer, nails, screws, screwdriver, glue, wood burning tool, wood colors, paint brush, shellac (Plyboard may be used instead of board.)

Cut bottom 1/2 in. by 6 in. by 10 in., 2 sides 1/2 in. by 4 in. by 11 in. heel stop 1/2 in. by 1 in. by 2 in. Saw piece to size and shape. Smooth with wood file and sandpaper. Glue and screw pieces together. Put design on box, wood burn, color, and shellac.



Textiles

1. Stenciling

Materials: 1 X-Acto knife or single edge razor blade, stencil brushes (1 for each color), stencil paper, cardboard, crayons or colored pencils, textile paints, fabrics, masking tape or thumb tacks or pins, rubber cement wiping cloth and turpentine for cleaning brushes

Launder fabric to be used to remove all sizing. Gently stretch area of the fabric to be stenciled over a piece of cardboard and hold in place with thumb tacks, tape or pins. Place the stencil design on the fabric in the correct position. Hold stencil sheet in place and dip stencil brush into paint. On scrap of paper work paint into brush before applying to the design on cloth. Use an up and down motion (Do not use brush strokes). Dab paint into

cut out portions of design. Allow material to dry for 24 hrs. Iron on reverse side of fabric, then launder.

Some articles to decorate with Textile Paint: tea towels, curtains, hot pads, aprons, lamp shades, wastebaskets, bath mats, bath towels, face cloths, dishtowels and tapestry.

2. Loop Weaving

Materials: 2 or 3 looms and enough packages of loops for the class

Select a loom and as many loops as is required to fill the loom. Stretch the loops from hook to hook across the loom until it is completely covered. Now, with one of the loops begin weaving over, then under, then over, etc., from hook to hook on the other side of the loom. Follow the same procedure as in paper weaving. To take the hot pad off the loom, pull one loop at a time free of its hook and loop under the next one. This is similar to the chain stitch in crochet. Go around the entire square in this manner leaving the last loop free to hang the hot pad by.

Suggestion: Several hot pads may be sewed together for a rug, bath-mat, or place mat.

3. Place Mats

Materials: 2/3 yds. of 36 in. fabric, preferably Indianhead, linen, denim or some other rather heavy material, embroidery thread in white, yellow and green, thread to match color of material, scissors, tape measure, needles for sewing and embroidery, pencil and tracing paper

4. Cobbler's Apron

Materials: 1 large terry cloth towel, 22 1/2 in. of bias tape to match the towel, scissors, tape measure, thimble, needle, 2 buttons, thread. A sewing machine may be used.

A very novel cobbler's apron can be made from a large terry cloth towel. The stitching on this garment may be done either by hand or by machine.

The front of the apron has two pockets that are made by turning up about 4 in. of one end of the towel. Stitch along the side of the towel and in the middle and this will make two pockets for holding soap, a bath cloth or other articles. Now find the center of the towel by placing the two ends together. Make an 11-in. slit across the center of the towel and bind with bias tape. This provides a hole for the head to go through when the apron is put on.

Sew a button on each side of the apron just above the pockets. Make a large loop on each side of the back of the apron to loop over the buttons on the front.

This is a perfect apron for bathing a baby, doing laundry at the sink or washing dishes. It can be used as a gift or it could be sold.

5. Crayon Tapestry

Materials: pencil, iron, pieces of crayons, pressing cloth, needle and heavy thread, unbleached domestic, Indianhead, or any light weight colored material, rod or covered wire coat hanger. May substitute Textile Paint instead of crayon technique. (See 1: Stenciling.)

Select a design. Map out color area on it. Trace the design on cloth with a sharp pencil. Fill in this design with well-sharpened crayons. Use vertical and horizontal strokes until the desired color tones are acquired. Place material with design between layers of dampened cloth or paper and press with a warm iron. Finish the tapestry with any needle work that gives it a finished appearance. Mount on rod or coat hanger.

6. Dish Cloth or Towel

Materials: a cloth (feed sacks), a design, colors, wax paper, iron

Use a piece of cloth, dish cloth or towel and select a design. The design is traced or drawn on the material. Next, the design is colored as desired. Cover the picture or design with wax paper and press. This makes the design permanent. The final step is to machine hem or hand stitch the hem. (To make design with Textile Paint, see 1: Stenciling)
Suggested ideas: Use handkerchiefs or curtains and decorate

7. Apron

Materials: 1 yd. material, thread, scissors, needle, pins, pattern, chalk for marking, tape measure

Fold material in half with selvage edge together. Cut out two apron waist bands and two tie strings 4 in. by 36 in. using the pattern and desired measurement. Cut out apron 22 in. by 17 in. Make 1/4 in. hem on each side of apron, a 2 in. hem in bottom of apron. Make 2 rows of gathering 1/4 in. apart from the top of the apron. Make 1/4 in. hem on each side of the strings and at one end of each tie string. Draw up gathering threads to 18 in. With right sides together sew waist band and facing on curved and short ends, catching in tie strings in the ends. Turn right sides out. Turn under seam allowance on lower edges of waistband and facing and slip gathered edge of apron between waistband and facing. Stitch the three thicknesses together on right side of waistband. Press. Add a pocket if preferred.

Mosaics

1. Miscellaneous Tile Mosaic

Materials: mosaic tiles of ceramic or asphalt (there are many different kinds), mosaic tile cement, the kind used for flooring and wall tile, grout, table tops, trays of metal or wood, lamp base or anything which can be decorated with tiles, tile cutter or metal snips to break tiles, small thin knife for application of glue, vinegar and turpentine

This material can be obtained from flooring dealers, hardware stores, etc. The fancy tiles can be had through any craft supply dealer.

Possible substitutes are rocks, broken marbles, cork, wooden blocks and poured concrete tile.

Cut the tile into squares or strips according to the design desired. Lay out the tile on the surface to be decorated in order to check the design and the fitting of tiles for proper coverage of the surface. When this is done take each tile or group of tiles up and put a moderate coverage of glue on the back, being careful not to get too much as this would fill up the space between the tile and leave no space for the grout. Press each tile tightly against the base surface to make sure it fits tightly and smoothly. When all tiles are in place, pour the dry grout into a container and add water. Mix to a consistency of heavy stiff cream. Pour this over the tiled surface and work into all the cracks with the fingers, Allow to stand until it starts to harden. Quickly wipe off the excess grout and expose the surface of all the tile. Quickly wash lightly with vinegar to cause the color of the grout to be lighter in color. If the darker color is desired do not use the vinegar.

2. Paper Mosaic

Materials: paper for mounting, leaf pattern (use specimen collected), scraps of colored construction paper, scissors, paste, pencil, cardboard

Place leaf on mounting paper and trace around it with a pencil to make an outline. Cut out the leaf pattern and paste it on a piece of cardboard or construction paper. Cover the pattern, a small area at a time, with paste or glue. Hold strips of construction paper (1/2 in. wide) in one hand and place the end of the desired colored construction paper on the area that is covered with paste. Exert pressure with the scissors and pull the paper until the paper under the point of the scissors tears away and remains on the pattern. Cover entire pattern, carefully following the outlines. Color variations are obtained by using different colors of paper.

Variations: mount the leaf itself; place the leaf under white paper and go over it with a crayon; rub crayon on leaf, place paper on top, go over it with a warm iron.

3. Seed Mosaic

Materials: either a piece of thin plywood or heavy cardboard or plyboard, picture or design either traced on board or drawn freehand by pupils, many kinds of seeds, tempera paint, glue (Elmer's works best for this), clear lacquer

Trace designs on board or draw them. First, outline object with seeds end to end. Place small amount of glue around line and then place seeds. Fill in object in the same manner. Different kinds of seeds can be used for different textures, objects or backgrounds. Do not use seeds which have been treated, as they are poisonous. Allow picture to dry thoroughly. Sections may need painting lightly on the top for emphasis where certain colors in the seeds were not obtainable. If this is true, use a nice white bean for these sections. Now you are ready to spray with clear lacquer.

Possible substitutes are rocks. flooring tile cut into small pieces, shells, sand, gravel, marble chips, sawdust or bird gravel, all of which may be colored with tempera or food coloring. All of these can be used for decoration purposes on most any simple object.

Nature Materials

1. Artificial Grapes

Materials: floral wire or separated strands of twisted clothesline wire, paraffin, green floral tape, crayolas, pecans, clorox, hot plate or other heating unit, tin can, file, saucepan, plastic ivy leaves

Soak pecans in a strong solution of clorox. This bleaches the color from the pecans. File the sharp pointed end of the pecans until a strand of wire can be inserted through the opening and secured by twisting. Put the paraffin in a clean disposable can and place this in a saucepan of boiling water to melt. (Don't try to melt paraffin over direct heat, as it might catch fire.) Color the paraffin with crayolas and dip each of the pecans into the colored wax. Cover the wire stem of the grapes with floral tape and twist together in groups of threes, then arrange these groups together by twisting the wire to form a bunch of grapes. Attach ivy leaves and tendrils to the bunch of grapes for foliage. One strand of wire that has been wrapped with floral tape can be twisted around a small round pencil to form a tendril which is very decorative.

2. Candle Holders for Christmas

Materials: heavy cardboard, pine cones, pine needles, sweet gum balls, plaster of Paris, Christmas tree balls, short red candle, and silver or gold spray paint

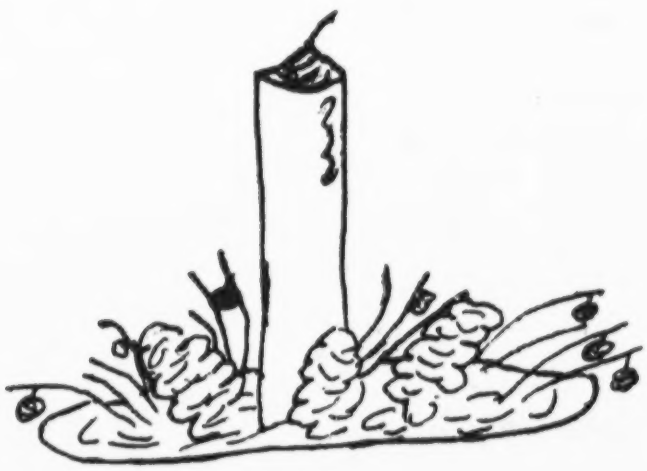
The nature objects used may be secured from yards or woods. Plaster

of Paris, tree balls, candle, and spray may be purchased from the dime store.

First, a circle 6 in. in diameter is cut from the cardboard. It is best to use corrugated cardboard. Mix the plaster of Paris until it is thick enough not to run. Place the plaster of Paris about 2 in. thick over the surface of the cardboard circle. Put the candle in the center of the plaster of Paris. While the plaster is still soft, arrange the pine cones, needles, etc., around the covered circle. Remove the candle from the center once the hole for it has been made. After the plaster has dried, spray the arrangement the desired color. Replace the red candle and the candle holder is complete, except for adding tiny Christmas bells if desired. The bells may be tied on the sprayed pine needles, etc.

NOTE: Pine cones and needles must be stuck into the plaster of Paris quickly, as the plaster dries rapidly. If done too slowly, trying to place the cones will cause the plaster to crack.

Do not forget to remove the candle before the plaster hardens. If you do, it will be impossible to take it out without cracking the plaster.



3. Fall Leaves

Materials: single colored or small branches of colored leaves, container 8 in. by 2 in. by 12 in., larger container to serve as a double boiler, paraffin, water, wax paper, cardboard for mounting

Melt the paraffin, dip the leaves or branches in the melted paraffin. Be sure that all parts are completely covered with the paraffin. Arrange the leaves or branches in place before the paraffin hardens. Place on wax paper until ready for mounting on the plain or painted cardboard.

4. Fern Picture

Materials: (For glass picture) many different ferns, 2 standard window panes, masking tape; (For paper picture) all sizes of ferns, solution of half glue and half water, wallpaper scraps, corrugated cardboard, tissue paper of wax paper

For glass picture, first place design on glass and then tip each fern with casein glue. Secure between panes of glass and bind edges with masking tape. If dried ferns are desired, and they are more lasting, place between weighted-down newspapers for two weeks until pressed and dried, then form picture in same manner as above. For paper picture, cover cardboard with wallpaper, place ferns which have been dipped in glue solution on the paper and cover immediately with tissue paper or Saran Wrap. Leaves and ferns may also be pressed with warm iron between sheets of wax paper.

5. Flower Preservation

Materials: corn meal, borax, table salt, roomy cardboard or plastic container (not metal)

Mix equal amounts of corn meal and borax, adding 3 tbs. of salt for each quart. Spread the mixture about 1 in. deep on the bottom of the container. Select the freshest flowers and discard any that are damaged. Lay the flowers on the mixture in the container. Then add small quantities of the mixture and work it very gently around the flowers until they are buried. Store the uncovered container in a place that is warm and dry but where there is normal circulation of air. Do not disturb the flowers during the drying period. After ten days test for dryness by inserting a fingertip into the mixture and feeling whether petals have stiffened. If not, leave the flowers until the petals do become stiff. When flowers are dry, ease the mixture away from them by tilting the container and letting the mixture flow slowly out. Tap the flowers gently to remove the mixture and use a small water color brush to remove the last bits of it. You may now rearrange the flowers into the original bouquet or corsage. Display in a vase or, better still, in a covered container of clear plastic or glass.

6. Leaf Preservation

Materials: leaves and other nature items, sheet of wax paper, piece of cardboard the desired size, brush, glue, tissue paper and water

Each leaf or flower must be placed on a sheet of wax paper, then placed between the pages of a magazine and pressed for at least 30 min. Sometimes a longer period is required. A piece of cardboard is cut to the desired size and the leaves then placed on the board. Mix 1/3 part glue with 2/3 part water, brushing this preparation over the leaves. Place a sheet of tissue paper over the entire surface and brush again.

Substitutes: wax paper or Saran Wrap may be substituted. If this is done, do not brush with glue.

7. Pressed Flower Picture

Materials: 3 or 4 flowers, 5 or 6 leaves of various shapes, 8 1/2 by 11 in. double sheet of plastic (the kind used in loose-leaf notebooks), gummed tape, glue-on picture hook, a heavy book, tissue paper

Collect the flowers for pressing. Daisies, poppies, cornflowers, pansies, and other field flowers press well. Then get half dozen leaves that go well in size and shape with the flowers. Put the leaves and flowers between two pieces of tissue paper and then between two pages of a heavy book. Put the book flat on a table and put other heavy books on top of it.

When the flowers are dry (after about 4 weeks), start arranging them for the picture. Open the double sheet of plastic and with tiny drops of cement attach the flowers and leaves to the back sheet of the plastic. Put the other sheet of plastic on top.

8. Wax Paper Place Mat

Materials: wax paper, pretty flat leaves or paper designs

Cut two pieces of wax paper the same size. Arrange design of leaves or paper on one piece and place the other piece of wax paper on top of the design. Press with a warm iron.

Suggestions: Decorate with holiday motifs to add zest to the family meals.

Miscellaneous

1. Pencil Holder

Materials: small fruit juice cans, sticks, glue, shellac, rubber bands, small pictures or paint for decorating

Glue sticks around the fruit can holding them in place with a rubber band until the glue dries. Use small cut-outs from seed catalogs, magazines, etc., to paste on. Shellac for more durable finish.

Suggestions: Make picture frames for small pictures by using sticks arranged at right angles to one another in a square.

Sticks may be decorated for Christmas tree decorations.

2. Candy Paper Flowers

Materials: the cup shaped paper from candy boxes, heavy cardboard (any size--the larger the cardboard the more flowers can be made), glue and pipe cleaners

Place the candy cup papers on the cardboard and paste. Use as many cups as desired. For variety, more candy cups may be folded in halves and twisted in a circular motion to form the centers of flowers. Thus, giving the flowers a double effect. The stems of the flowers are made of pipe cleaners cut to various lengths. The vase is made with pipe cleaners.

Variation: Use muffin cups.

3. Wax Flowers

Materials: a tree branch, small flowerpot, pebbles, old candles, raw carrot, juice cans

Arrange a tree branch in a small flowerpot filled with pebbles to hold it firm. Melt old candles in small juice cans, and place in a pan of hot water over a slow flame.

Shape the end of a raw carrot to the desired shape and size. It may be cone-shaped or cup-shaped. Dip the shaped end of the carrot in a glass of cold water, then into melted wax. Dip again in cold water so wax will set faster. The deeper the carrot is dipped in the wax, the larger the flower will be.

When the wax has set, twist it slightly to loosen, and remove it from the carrot. If the wax is cone-shaped, press the point around the branch. If cup-shaped, press it firmly to the branch. Practice will help in finding the correct temperature.

Small flowers may be placed inside large ones for an interesting double effect. Flowers may be pressed into different shapes while warm.

These wax flowers may be combined with fresh flowers or potted plants. May be used in a nut cup for table favors.

Suggestions: Wax grapes and other fruits may be made in the same manner.

4. Gesso Recipe

(Part One)
10 tbs. of whiting mixed with water to a thick cream
6 tbs. of liquid glue

(Part Two)
1 tbs. varnish
4 tbs. linseed oil

Stir part two into part one and boil for 10 min. in a double boiler. It is sometimes better to stir the linseed oil in after the gesso has nearly finished boiling. Pour Gesso, when cooled slightly, into an open-mouthed bottle and cork well. This keeps it in good condition.

Gesso

Materials: pencil, brush, hairpins, toothpicks, leather tools

The design is first traced or sketched lightly with soft pencil. The design is outlined in Gesso. Then full brush loads are stippled on. Little spots or beads are dripped on. Mistakes may be wiped off with damp cloth when Gesso is still wet. Rough parts may be scraped with knife when Gesso hardens. If water colors are used, a coat of shellac or clear varnish should be given them to hold down color. Oil paint may be used.

Gesso can be used to decorate picture frames, jewelry boxes, candle holders, book ends and many other things.

5. Cork Hot Plate Mats

Materials: bottle cork liners, cardboard disks, glue, rubber base paint or water colors

On disks about 4 in. in diameter, glue liners, first to outer edge and work to center. Repeat on reverse side. Allow the mat to dry and paint.

Suggestions: Place mats may be made in the same way. Use a rectangle of cardboard. Attach corks only on one side. Proceed with painting when dry.

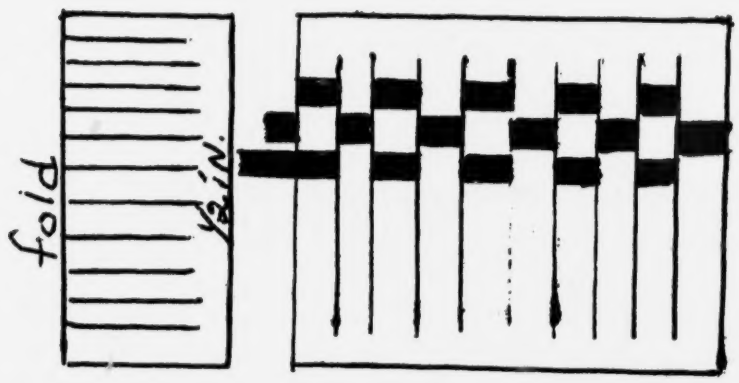
6. Block Printing

Materials: linoleum block, wood block, sharp knife or carving tool, glue, paint, brush or brayer, blotter or newspapers, fabric or paper

Glue a block of linoleum to a block of wood. Draw a design on the linoleum, then carve the design into the linoleum block. Place the fabric or paper to be printed on a hard firm surface that has been covered with a blotter or newspaper. Now brush paint on the linoleum block or use a brayer to roll the paint on the block. Press the block onto the material to be painted and remove. A design will be left outlining the pattern carved on the block.

7. Weaving

Materials: any kind of paper such as construction paper, newspaper, etc. Construction paper is the medium most used because of its stiffness. Fold the sheet across the width of the paper. Cut strips 1/2 in. apart from the fold. Leave about 1/2 in. on the straight edges uncut. Unfold the paper. Cut strips 1/2 in. wide of another color or colors. Enough strips will need to be cut to fill the entire space. Follow the basic procedure for weaving--one over, one under, one over, etc., until the entire surface is covered. A WORD OF WARNING: If the weaving process is begun by going over, then under, then over, etc., the next strip used must begin under, then over, then under, etc. Follow this alternating procedure throughout the weaving project.



Suggestions for Weaving Variations: One additional suggestion would be to place a valentine cut-out over the woven design. May be used as place mats.

8. Covered Box

Materials: cigar box or any substantial box that will make a good utility box for the child's own use, wallpaper samples, scissors, paste or glue, sequins, beads, dyed seeds, buttons, etc.

Put the box on the wallpaper and mark around the edge, any side first. Cut around the line and complete that side. Take other sections one at a time until completed. Mark paper for the top. Cut and paste this in place. Decorate to suit taste of child.

Suggestions: The materials which can be salvaged for this sort of project are almost limitless. For instance, tapes, braids, cords, pictures, glitter and many others can be used.

Other types and sizes of boxes can likewise be made very attractive.

The cigar box can be painted and can be fitted with sewing needs to make a useful gift for Mother.

RECIPES

Clay (Cornstarch)

Mix dry ceramic clay with mineral oil (may use cooking oil or light weight motor oil, the latter may have an odor) to consistency needed. For color use dry tempera mixed with the clay before adding the oil. Knead in heavy plastic bags.

Clay (Cornstarch)

1/2 cup cornstarch
1 cup salt
1 cup boiling water

Boil to a soft ball stage and knead on wax paper until malleable. Wrap in foil.

Clay (Flour)

1 cup flour
1 cup salt
1 rounded teaspoon powdered alum

Add water slowly and knead until a clay-like consistency is reached.

(The cornstarch and flour clays may be wrapped in a wet cloth to keep a few days. They may be handled exactly like clay. They may be pressed on maps to make a relief, and when dry they may be painted. They will not crumble. For colored mixture, add powder paint to the water when mixing.)

Finger Paint (Cornstarch)

1 cup cornstarch
1 qt. boiling water

Dissolve the starch in a small amount of cold water and gradually add the hot water. Cook until clear.

Finger Paint (Flour)

2 cups flour
1 cup sugar
1 cup cornstarch

Mix ingredients to thick heavy paste in cold water. Pour in enough boiling water to make a thick heavy starch, stirring constantly until clear.

(To keep the cornstarch and flour finger paints from drying, add 2 tbs. glycerine. Add oil of cloves or wintergreen to keep from souring. For color use poster paint, India ink, or powdered tempera mixed with water to a consistency of a smooth paste.)

Finger Paint (Quick)

For a quick solution use liquid starch. After starch is poured on paper sprinkle tempera powder onto starch, mix with hands. If solution dries too quickly sprinkle a few drops of water on paper.

Flour Paste

1 cup boiling water
1 T. powdered alum
1 heaping tsp. oil of cloves
1 pt. flour
1 pt. cold water

Put one cup of water in to boil. Add alum, mix flour and cold water until smooth and pour mixture gradually into boiling water. Cook until it has a bluish cast, stirring all the time. Remove from fire, add oil of cloves and stir well, Keep in airtight jars. Thin when necessary by adding water.

Flour and Salt Recipe

Mix equal parts of flour and salt with enough water added to make a creamy mixture. Do not heat. Place on fairly solid surface such as beaver board or heavy cardboard. Mixture will harden and set. Beads can be molded from mixture. Roll into shape. Thread on large needle or slender stick. Paint when dry. Mixture may be tinted with tempera before molding.

Gesso

(Part One)
10 tbs. of whiting mixed with water to a thick cream
6 tbs. of liquid glue

(Part Two)
1 tbs. varnish
4 tbs. linseed oil

Stir part two into part one and boil for 10 min. in a double boiler. It is sometimes better to stir the linseed oil in after the gesso has nearly finished boiling. Pour gesso, when cooled slightly, into an open-mouthed bottle and cork well. This keeps it in good condition.

Goop (A modeling medium, substitute for clay)

2 cups salt
1 cup cornstarch (loose)
Food coloring, paint or nail polish and shellac

Mix salt and 2/3 cup water in saucepan, stirring until mixture is well heated, 3 to 5 min. Remove from heat and add cornstarch which has been mixed with 1/2 cup cold water. Stir quickly. Mixture should be consistency of stiff dough. If mixture does not thicken, place over low heat

and stir about 1 min. until it forms a smooth pliable mass. Leave the mix white or divide and add food colors until desired brilliance is achieved.

Modeled objects may also be painted or decorated when dry to give surface color. Mix can be kept indefinitely if wrapped in clear plastic wrap or foil.

Makes 1 and 3/4 lb. No refrigeration is necessary. Dry at room temperature 36 hrs., depending on thickness of objects.

Mosaics

Sand or bird gravel may be colored with food coloring. Put in aluminum pie pan, mix and heat.

Sawdust may be sifted into four grades, each grade divided into as many parts as colors desired. Put each into a separate plastic bag, add food coloring, a few drops at a time, and work into sawdust until desired brilliance is achieved. This will lump if too damp.

Paper Mache'

Tear newspaper into fine strips. Soak for 24 hrs. in non-rusting container. Squeeze out water and to pulp add flour paste or laundry starch, either dry or cooked. Starch is better.

Paste (cornstarch)

2 tbs. cornstarch
Water

Add enough cold water to make a smooth paste. Add boiling water until the mixture turns clear. Cool until it thickens and remove from the fire. This paste becomes thicker as it cools. It may be thinned with water. Use cornstarch paste on tissue paper or thin cloth since it is less likely to show than flour paste.

Plaster of Paris

Pour 1 part water in a pan, then pour 2 parts of plaster of Paris (1 at a time). Use food coloring to color mixture (or tempera). Stir until mixture is a thick cream stage and pour into greased (mineral or cooking oil) cardboard boxes or lids. One or two tbs. vinegar will prevent drying too quickly. Place hairpin, paper clip or wire hanger in back before it hardens.

Sawdust (Modeling)

3 cups sawdust (fine)
1 cup wheat paste
Water

Add enough water to mix the ingredients. Do not make it too stiff.

Sawdust (Texture)

Sawdust
Powder Paint
Water

Mix powder paint with water to thin cream consistency. Spread over sawdust and stir well. Spread on a newspaper to dry. Use to sprinkle on a glued surface for textured effect.

M U S I C

MUSIC

ACTIVITIES

1. Use the rocord player for quiet listening and appreciation.
2. Learn the names of band instruments.
3. Learn to sing for pleasure
4. Use dramatization and pantomime
5. Sing along with record player
6. Use music for queting effect in moments of tension
7. Listen to sounds and try to name them
8. Familiarize the children with musical selections for special occasions
9. Do body rhythms in time with music
10. Walk in the rhythm of music
11. Play instruments with songs
12. Teach songs by rote
13. Teach simple relay games and dances

HELPFUL HINTS

1. Integrate music with other subjects
2. Teach songs that have meaning
3. Discuss music, rhythm, motion, etc.
4. Have the students to give their own interpretation of music

SUGGESTED MATERIALS

1. Piano, if available

2. Record player
3. Song books
4. Pitch pipe
5. Tape recorder

PROJECTS

1. Make simple musical instruments
2. Compile a group of songs and make a song book

GAMES AND DANCES

Clap Your Hands

This melody is the fiddle tune, "Old Joe Clark". The words of the verse suggest an activity that invites children to participate when they hear the song for the first time. Call attention to the two sections of this song by asking children to clap hands throughout the verse, then pretend to clap (without making a sound) throughout the refrain. The "clapping hands" action marks the steady beat in both sections of the song. Have children create additional verses for "Clap Your Hands" by describing other actions: pounding fists, tap feet, pat knees, and name the sounds made by one child while the rest of the class have their eyes closed.

Words: (with spirit)

Clap, clap, clap, your hands. Clap your hands together.
Clap, clap, clap your hands, Clap your hands together.

Refrain

La la la la la la la, la la la la la la.
La la la la la la la, la la la la la la.

The Hokey Pokey

Direct children to stand in circle and follow directions of the song.

Words:

Put your right hand in, take your right hand out.

Put your right hand in and shake it all about,

You do the Hokey Pokey and turn yourself around.

That's what it's all about.

Put your left hand in, take your left hand out.

Put your right foot in, take your right foot out.

Put your left foot in, take your left foot out.

Put your big head in, take your big head out.

Put your whole self in, take your whole self out.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

PURPOSE

To provide adequate experiences for optimum development of the pupil's total personality through participation in wholesome physical activities which are mentally stimulating, emotionally satisfying, and socially sound

SPECIFIC OBJECTIVES

1. To develop each pupil physically to his maximum potential
2. To develop motor and neuro-muscular skills in the performance of physical education activities
3. To develop the ability to follow directions
4. To improve coordination
5. To develop good posture and carriage
6. To increase vitality and endurance
7. To develop standards of conduct
8. To practice self testing
9. To practice proper attitudes, good sportsmanship, worthy citizenship, cooperation, tolerance and friendly competition
10. To provide a change-of-pace in the day's activities
11. To create personal pride through individual accomplishments
12. To develop habits which will carry over through a life time to physical, social, and emotional adjustment

Physical education should provide an opportunity for wholesome participation in large group activities. Special education pupils, with few exceptions, should, therefore, be placed for this training in the

regular physical education classes with pupils near their own chronological ages.

The special education teacher should consult with the physical education specialist and the pupil's physician before she plans a program for the few who may not be able to participate in the regular program.

The following are a few suggested activities to be used by classes not fortunate enough to have the guidance of a physical education specialist.

I. Calisthenics
   A. Exercises for posture
      1. Arm flinging
      2. Inverted V up
      3. Isometric contractions
   B. Conditioning exercises
      1. Running in place
      2. Jumping-jack
      3. Right hand, left toe
      4. Way-back
      5. V up
      6. Sit ups
      7. Push ups
      8. Pull ups
      9. Stretching

II. Rhythmic activities
   A. Marching
      1. Attention
      2. Right face, left face, and about face
      3. Forward march

4. Single file

5. Change of pace

6. Halt

B. Dancing

1. Folk dances

a. Skip to My Lou

b. Highland Fling

c. Pop Goes The Weasel

2. Square dances

a. Shoo Fly

b. Duck For The Oyster

c. Texas Star

3. Round dances

a. Five Foot Two

b. Patty Cake Polka

c. Roll Out The Barrel

4. Social dances

a. Fox trot

b. Jitterbug

c. Waltz

d. Tango

e. Samba

f. Rumba

g. Rock and Roll

5. Longways dances

a. The Virginia Reel

b. Grand March

III. Quiet games for recreation

A. Jacks

B. Chinese checkers

C. Checkers

D. Dominoes

E. Monopoly

F. Password

G. Word Lotto

H. Word card game "Look"

IV. Sports

A. Individual or dual sports

1. Horse shoes

2. Rope jumping

3. Shuffle board

4. Croquet

5. Ping Pong

6. Badminton

7. Tumbling

8. Relays

9. Track

B. Group sports

1. Dodge ball

2. Volley ball

3. Kick ball

4. Speed ball

5. Hand ball

6. Soft ball

7. Basket ball

8. Touch football

9. Football

V. Testing for physical fitness

A. Speed

1. Fifty yard dash

2. One hundred yard dash

B. Agility

1. Right boomerang

2. Squat thrust (for twenty seconds)

C. Strength

1. Chinning

2. Push ups

3. Horizontal letters

D. Balance

1. Bass stick test

2. Stork stand

E. Endurance

1. Run

2. Increased distance

RECREATION

Recreational suggestions are included in the sections of reading, music, arts and crafts, physical education and social studies. Leisure time activities are becoming increasingly important as work hours are shortened. Mentally retarded youngsters need much guidance and direction in planning all facets of their lives.

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